MIDDLEBURY COLLEGE

Autumn 1957

Your Family and Middlebury

ENT BY THE COLLEGE TO MIDDLEBURY PARENTS AND FRIENDS

the PRESIDENT'S Page

DURING these September days, on hundreds of campuses in our forty-eight states, many thousands of freshmen are being assembled together as the Class of 1961. Statistically you are the largest freshman class, taking the country as a whole, in the history of higher education. For a group of colleges with exceptionally high standards, of which Middlebury is one, you are according to school records, the best class by academic standards that has entered these colleges and universities. At least that is true at Middlebury, and it is true because, although more school graduates applied to Middlebury, we actually accepted fewer freshmen than last year (*we did so in an attempt to prevent an increase in the size of your college.*) As a freshman class you number 133 women, 200 men, a total of 333, but we were faced with the problem of making a choice from approximately 1700 applications.

I might add in all frankness that in many instances we could have selected students with higher College Board scores than some of you obtained. In our selections, however, we have placed emphasis not only on grades but also on character and earnestness of purpose and evidence of conscientious academic work in school. We hope we have also selected you because Middlebury, after thoughtful investigation, was the college you most wanted to enter and because you gave promise of becoming loyal, friendly, co-operative, and constructive college citizens.

I think you can probably draw for yourselves a conclusion from these facts; I think you can see that your presence here as a member of the Class of 1961 is a privilege. It is a privilege which was sought by hundreds not present with you tonight. And because you are privileged individuals, you may see that you have assumed responsibilities, as all of us do in such circumstances. I will not enumerate these obligations but mention only one—to give your best efforts to live up to the confidence placed in you by your parents, your friends, and your College.

Because I wanted to know as much as I can about you as individuals, I have looked over your application blanks. I have read with interest, but not naively I hope, the reasons you have given me for wishing to be here tonight. I have approved of course when you spoke of the academic prestige of Middlebury, of the excellence of the faculty, of the reputation of certain departments, of our facilities for winter sports, and, from the women, mention of the desirability of being in a college where men are present and outnumber by an adequate margin the women students.

There are, however, some attributes at Middlebury not frequently mentioned by you. I refer to the fact that this is an historic college founded in the Year of Our Lord 1800. There are in this country nearly one thousand four year colleges, exclusive of the hundreds of junior colleges and technical institutes. Yet Middlebury is numbered among about forty colleges founded as early as the year 1800.

I do not underestimate the significance of the new institutions of higher learning founded in post-war years and those that will be founded in the years just ahead. I know they will make important contributions to education. Yet I feel you are privileged in the knowledge that students and faculty were busy with their academic and extra-curricular activities on this campus within three decades of the founding of the United States. It should be a source of satisfaction to reflect on the fact that in the early 19th century before the British burned Washington in the War of 1812, Middlebury students and faculty were building the traditions, the solid foundations on which this College has grown and flourished. Let me read to you what the founder of Middlebury College wrote in 1810:

It (Middlebury College) has continued to prosper, although its funds have been derived from private donations, and chiefly, if not wholly, from the inhabitants of the town. The number of students is now one hundred and ten,—probably as virtuous a collection of youths as can be found in any seminary in the world. The faculty consists of a president, a professor of law, a professor of mathematics and natural philosophy, who teaches chemistry also, a professor of languages, and two tutors. The inhabitants of Middlebury have lately subscribed $8,000 for the purpose of erecting another collegiate building. When it is remembered that twenty-five years ago this spot was a wilderness, it must be admitted that these efforts have done the authors of them the highest honor.

Students of those days were not so very different from you. Let me read you from a letter written by a student to his father in the year 1817. The student was Amasa Moore of Champlain, New York, a town 96 miles from Middlebury. Amasa entered Middlebury College in September 1817, and I shall read to you excerpts from his first letter home:

Middlebury, Vermont
September 27, 1817

Dear Papa,

Having been favored with a prosperous journey being partly settled in my room and partially initiated in this institution, I for the first time address you from Middlebury College. Not that on this account I should wish you to expect that my letters should be better composed written or more correct than they have been heretofore (because I have not yet had time to improve) but that I should give a true statement of my affairs as I was directed to by Mama.

And this I will endeavor to do as near as I am able as follows.

I received $28

Steamboat Passage	$1.50
Truck & bed portage, supper, lodging	.75
Stage passage	2.50
Breakfast	.40
Tr'k & B'd portage to the College	.25
Total	5.30
To Mr. Brown Cloth and trimings	9.50
To Room Rent	6.00
To Books, a Greek Menora (?) and Caesar	2.00
To crape for the funeral of Professor Allen	.12
To one Tenter box with a steel wheel	.75
To My share of procuring benches for our recitation room	.25
To getting one coat made . .	4.00
Total	$27.92

All of which expences I had conceived to have been perfectly [Continued on page 12]

Freshman Address delivered by President Stratton on Sept. 16, 1957.

MIDDLEBURY in the News

MIDDLEBURY College's Second Annual Parents Weekend was a great success as 947 enthusiastic parents participated in the activities of the Weekend this fall.

The number of registrants for all phases of the weekend's activities exceeded by some 200 those of the first Parents Weekend of last year. Parents on the campus came from not only the Eastern states but also from such distant points as Virginia, Kentucky, Minnesota, Wisconsin, Florida, Ohio, Illinois and Canada.

Parents moved on to the campus Friday afternoon, Oct. 19th, to be on hand for the early Saturday morning classes of Oct. 20th. Saturday morning classes had large numbers of parents in attendance and mothers and fathers seemed pleased to have the opportunity to note changes in teaching and classroom techniques from the "old days."

Faculty and staff members were on hand in the Student Union at the registration desk to assist and meet parents. Professor John G. Bowker, Dean of Faculty, after the weekend commented: "All the faculty were genuinely pleased with the opportunity to meet and visit with parents. The contacts made possible through the visiting of classes was thought by many faculty to be one of the most valuable aspects of the weekend."

A specially arranged art show in the Carr Hall Fine Arts Center by Professor Arthur K. D. Healy attracted several hundred parents during the morning. Many stopped on their way between classes and on the way to the cornerstone laying ceremony at the new College theatre.

Paintings of faculty members, students, graduates and some work by parents were hung in Carr Hall and several of the pictures drew special attention from the visitors. Like every other spot on the campus that weekend, the art exhibit seemed to be a place for making new friends and comparing parental reactions.

Another step in Middlebury's Development Program was marked at 11:00 A.M. on Saturday with the cornerstone laying ceremony at the new Wright Memorial Theatre. Since gifts contributed to Middlebury by parents through the Parents Fund helped make this important new Speech and Drama center possible, it was fitting to schedule the ceremony for Parents Weekend. The new building is expected to be available for use during the second semester.

Mrs. William H. Upson, daughter of the late beloved Professor Charles Baker Wright, spread the mortar as the cornerstone was put in place. A cornerstone box containing mementos of Professor Wright, and Drama, Speech and Debating activities at Middlebury were sealed into the stone. Mrs. Upson and her well-known writer-husband, William Hazlett Upson, served as Co-Chairmen for the Parents Weekend activities.

At noon the parents sat down to a roast beef buffet luncheon which was served quite smoothly by the College Dining Hall staff despite the fact that well over 800 parents were in attendance. Before lunch, many stopped off at the Soccer field to watch the Middlebury Soccer team win a 6–3 victory over Hillyer College.

Following the Parents Luncheon, almost all the visiting parents went on to Porter Field, despite the threatening weather, to take in the football game. Those who did attend saw one of Middlebury's best teams in recent years put up a stubborn battle before losing 13–7 to defending State of Maine champions —Bates College.

A highlight of Saturday's activities was the reception at Le Chateau at which President and Mrs. Samuel S. Stratton were hosts. The reception after the game gave parents an opportunity to meet and chat with President and Mrs. Stratton.

Saturday evening most of the Middlebury fraternities were hosts to parents of members and guests at buffet suppers. The Mountain Club invited all Middlebury parents to be guests at their annual Alpenstock Dance and the undergraduates were greatly impressed with the stamina of the parents who accepted

[*Continued on page 4*]

Calendar of Events

NOVEMBER

20 Wed.	Manhattan Alumnae Club—Scotch Auction	
22 Fri.	Christian Association Musicale	
23 Sat.	Military Ball	
24 Sun.	Rev. Richard Unsworth, Chaplain, Smith College, Speaker at Vespers	
27 Wed.	Thanksgiving Recess begins	

DECEMBER

2 Mon.	Thanksgiving Recess ends	
	Hockey—Bowdoin	(H)
4 Wed.	Basketball—Union	(H)
5–7 Thurs.–Sat.	Religion Conference	
7 Sat.	Basketball—Harvard	(A)
	Hockey—St. Lawrence	(H)
8 Sun.	Concert Lecture Series—Paganini Quartet	
11 Wed.	Hockey—Dartmouth	(H)
12 Thurs.	Manhattan Alumnae Club Cocktail Party (Tentative—Men invited)	
14 Sat.	Basketball—R.P.I.	(A)
	Hockey—R.P.I.	(H)
15 Sun.	Christmas Vespers Service	
19 Thurs.	Christmas Recess begins	
	Basketball—M.I.T.	(A)
	Hockey—Northeastern	(A)
20 Fri.	Basketball—Northeastern	(A)
	Hockey—Harvard	(A)

JANUARY

3 Fri.	Christmas Recess ends	
5 Sun.	Vespers and Lecture—Dr. Nathan Scott, University of Chicago	
8 Wed.	Basketball—Vermont	(A)
	Hockey—Army	(A)
10 Fri.	Basketball—St. Lawrence	(H)
11 Sat.	Hockey—Cornell	(H)
13 Mon.	Basketball—Bates	(A)
15 Wed.	Hockey—Williams	(A)
Mid-Jan.	Manhattan Alumnae Club—Off-Broadway Theatre Night	
17 Fri.	First Semester Classes end	
18 Sat.	Hockey—Norwich	(H)
20 Mon.	Examinations begin	
29 Wed.	Examinations end	
30 Thurs.	Midyear Recess begins	

FEBRUARY

2 Sun.	Midyear Recess ends
3 Mon.	Second Semester begins
13 Thurs.	(noon) Winter Carnival Recess begins
15 Sat.	Winter Carnival Recess ends

MARCH

22 Sat.	Middlebury Conference

APRIL

5 Sat.	(noon) Spring Recess begins
14 Mon.	Spring Recess ends

MAY

24 Sat.	Second Semester classes end
27 Tues.	Examinations begin

JUNE

5 Thurs.	Examinations end
7 Sat.	Class Day
8 Sun.	Baccalaureate
9 Mon.	Commencement

ON THE COVER

With the official opening of Stewart Hall in October, students moved into the new dormitory. Completing their moving chores are (*left to right*) George Koenick, '60, Dario Kuiros, '61, and Raymond Faxon, '61. **See other pictures on Page 4.**

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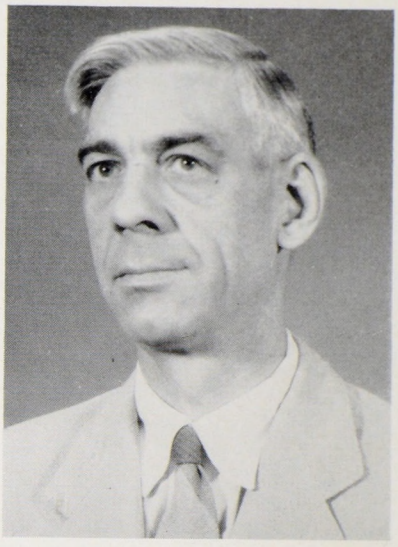
CORNERSTONE CEREMONIES took place during Parents Weekend at the new Charles Baker Wright Memorial Theatre. **Top,** are David Riccio, '59, and his parents, Mr. and Mrs. Leonard D. Riccio. David gave the invocation at the ceremonies. **Oval,** Dr. Stephen A. Freeman, Vice President of the College places mementos in the cornerstone box. Looking on are (*left to right*) President Stratton, Egbert C. Hadley, Chairman of the Board of Trustees and Walter E. Brooker, Director of the Development Program. **Lower right,** Mrs. William H. Upson and Dr. Stratton.

Name New Professorship For George Adams Ellis



Dr. Karl Anderson

The appointment of Dr. Karl L. Anderson to the newly created George Adams Ellis Professorship of Economics was announced recently by President Samuel S. Stratton.

The George Adams Ellis Professorship of Economics was inaugurated this year. It was made possible through a gift from the Ellis Vermont Trust. The new chair honors Mr. Ellis who died in 1955. A native of Castleton, he was a prominent Vermont and New York attorney where he was a member of the distinguished law firm of Clark, Carr and Ellis, and a trustee of the Columbia Law Review. Mr. Ellis received an honorary degree from Middlebury at the 1954 Commencement.

In announcing the appointment, President Stratton said, "Middlebury is grateful to the Ellis Vermont Trust for the gift which had made possible the establishment of the George Adams Ellis Professorship. This new faculty chair honors a distinguished Vermonter and is an important contribution toward maintaining the high [*Continued on page 12*]

PARENTS WEEKEND

[*Continued from page 3*]

their invitation.

The weekend of activities was brought to a close with Chapel Service on Sunday morning in Mead Memorial Chapel at which the Reverend Charles P. Scott, College Chaplain, delivered the sermon.

All at Middlebury, faculty, students and staff, enjoyed playing host to the visiting Parents. And Parents Weekend is becoming a fixed tradition at Middlebury. The College has been pleased with the many letters that have come in from parents as they are all helpful in planning future events.

Due to the growing size of the number of parents wishing to attend Parents Weekend, serious thought is being given to splitting the weekend in future years by selecting one weekend for parents of Junior and Senior undergraduates and another weekend for Freshman and Sophomore parents. **Any suggestions from parents concerning next year's program would be greatly appreciated and may be sent either directly to the President's Office at Middlebury or to Mr. and Mrs. William Hazlett Upson, Co-Chairmen of the Parents Committee.**

GLIMPSES OF PARENTS WEEKEND activities (*left to right*): **1.** President and Mrs. Stratton greet the parents of a member of the Class of 1961. **2.** Dean Elizabeth Kelly and Harriet Mosely, '59, with her parents. **3.** Dean Harris E. Thurber chatting with Mr. and Mrs. Adelbert Hurt and daughter. Their son, Frank, is a senior and captain of the College's varsity ski team. **4.** Mr. and Mrs. Donald Neese and daughter Judith, a sophomore, are shown enjoying the Art Show. **5.** Mr. and Mrs. Samuel Urbach and son Herbert, a member of the senior class. **6.** Dr. and Mrs. Merlin Ryman and freshmen twin daughters, Lois (*left*) and Linda. **7.** Mr. and Mrs. J. Malcolm Williams and their freshman son, John, joined with more than 800 other parents at the Parents Luncheon. **8.** Shown on the steps of Mead Chapel following services on Sunday are Chaplain Charles P. Scott, Mr. and Mrs. Robert Hancock, and daughter Marylee of the Class of 1959. **9.** President and Mrs. Stratton with John Castelli, '58, president of Blue Key—honor society—and his mother and brother.

Middlebury Opens New Dormitory For Men . . .

STEWART HALL, men's new residence hall opened this fall. It is located on the upper campus next to Hepburn Hall and accommodates 152 men (*See* NEWS LETTER, *Summer Issue* 1957). Top—glimpse of Stewart Hall. Below—(left to right) Pete Aldrich, '59, and Dave Barenborg, '60, place their skiis in closet which has special recess in ceiling; John Mentor, '59, and Don Taylor, '59, studying in their new quarters; and Breck Lardner, '60, finishes moving by hanging clothes in closet.

Students From Many Areas At Middlebury

Students from 36 states, two U. S. territories and 19 foreign countries are currently attending Middlebury College.

New York State has the largest representation with 315 of the College's 1274 students coming from the Empire State. Massachusetts has 215 students at Middlebury while 160 come from the State of Connecticut.

Vermont is fifth in the number of students at Middlebury with 113 behind New Jersey's 149. California is represented by 10 students.

From outside the United States, Canada leads with 16 students while three each come from France and Saudi Arabia. Among the countries sending a single student to Middlebury are Burma, Malaya, Iraq, Norway and Formosa.

GRANTS ANNOUNCED

Announcement of the receipt by Middlebury College of two unrestricted grants totaling $4,000 was made here recently by President Samuel S. Stratton.

A grant of $3,500 for the academic year 1957–1958 was received from the Esso Education Foundation. The other grant, in the sum of $500, was received by Middlebury from the Merrill Lynch, Pierce, Fenner and Bean Foundation, Inc.

Automobiles At Middlebury

By Dr. Harris E. Thurber, *Acting Dean of Men*

The purpose of this article is to discuss what has come to be known as the "car issue" or the "car situation" at Middlebury. This car issue or situation is one which in its acute form is of relatively recent origin at Middlebury and at other colleges, for all colleges are confronted with the issue in one form or another.

Before World War II automobiles were not among the many headaches of college administrators to the same extent that they have been since the war. It is true that the use and abuse of cars by college students has long caused college administrators some concern but the problem has become greatly magnified in the post-war period because a far higher percentage of college students now maintain cars than was the case in the pre-war period. This is due, it can be imagined, in part, at least, to the general prosperity which has characterized the United States since World War II; not only has the percentage increased, however, but the absolute number of cars has increased as college enrollments have burgeoned in the period since the war. The problem of traffic regulation and safety is one of national significance; as it is found on college campuses it is simply the national problem in miniature.

This does not mean that all Middlebury students are able to afford to maintain automobiles; far from it. There are a great many students at Middlebury who are not able to maintain cars; all their resources and efforts must go into financing their education without any frills.

As the problem developed at Middlebury following the war, it did not in the beginning appear to be too significant. This was to be expected in light of the fact that college administrations had not traditionally devoted a great deal of time and attention to the regulation and restriction of student automobiles; economic factors which prevented the vast majority of students from maintaining cars largely took care of the problem. As it gradually became apparent that the number of student automobiles was increasing, more thought and attention was given to the problem; on Middlebury's relatively small campus, it began to appear that student cars were everywhere; this led to traffic problems and a definite safety hazard.

Since 1951 a number of measures have been taken to cope with the problem; these measures are felt, in the best judgment of the College Administration, to constitute the most rational approach to the particular situation at Middlebury. They are the product of a hammering-out process underlain by long hours of discussion and analysis among trustees, administrators, faculty, and students; we hope that the end-product is a worthwhile endeavour.

In 1951 President Stratton, recognizing that the problem could not be dealt with by having the College turn its back on it, laid down the edict that a student car code would have to be formulated to provide for the regulation of student cars; this was accomplished by a joint committee of students, faculty, and administrative officials. This code incorporated the previous prohibition against the maintenance of cars by women students and male freshman students, set up a requirement for insurance on student cars, provided that they must be registered in the Office of the Dean, set up appropriate penalties for violations of the code, and provided for the enforcement of the provisions of the code through the student Judiciary Council and the Office of the Dean of Men. It appeared to the College Administration that this code represented a definitely progressive step in dealing with the situation.

By 1955 the number of student automobiles had risen to approximately 300 and it became increasingly apparent that this number of student cars was causing congestion and a definite safety hazard in view of the small size of the campus, the concentration of college buildings, and the limited number of access streets; additionally, the appearance of the campus suffered as a result of the heavy inroads of traffic and parking. As a result of this situation, President Stratton and the Board of Trustees decided that, beginning in September 1955, student cars would be barred from driving or parking on the areas of the main campus most immediately proximate to the main college buildings; in other words, the area of the campus bounded by South Main and College Streets plus the Women's Campus. To compensate for this loss of parking space for student cars, the College undertook the construction of four off-street parking areas located at strategic points on the perimeter of the campus. In addition, a medical-payments requirement was added to the insurance requirement for each student automobile. These further regulations were accepted in good grace by the [*Continued on page 13*]

with our FACULTY

By Professor John G. Bowker, *Dean of the Faculty*

"THE work of Middlebury students has a distinctively fine flavour; they give evidence of good teaching."

These were the gratifying words of Professor Kenneth Salter, chairman of the Foreign Students' Department at Exeter University in England, upon whom I called last June. Of the English-speaking foreign universities, Exeter recently has been the favorite choice of our students for a junior year abroad and properly so. The university has a new, beautiful campus, quite removed from its former site in a crowded section of the city proper. The gates which have protected the privacy of the Streatham Estate for centuries are wide open and unguarded. Several newly constructed red brick and limestone buildings are spotted attractively on a hillside landscape with wide-open fields and scattering, well-established orchards, all providing a leisurely, informal atmosphere. Near the top of the hill the former Streatham Hall has been re-modeled into a classroom building, and nearby the walled-in stables and paddock provide ideally secluded headquarters for the Department of Buildings and Grounds. On the lower side of the main campus road, several former servants' quarters have been adapted for individual faculty housing. Such luxury and convenience is so unusual for England, where cold gray university buildings are almost invariably crowded together in far too small an area, and faculty are forced to live at remote points, Cambridge University a notable exception.

Professor Salter had many more flattering observations about our students (Carolyn Whitmore, '54, Adele Parker, '56, Julie Stone, '57, and Carolyn Mears, '58). It was a thoroughly delightful morning.

Faculty Notes . . .

▸ **Dr. Stephen A. Freeman,** Chairman of our Division of Foreign Languages, was appointed to the Executive Council of the Modern Language Association of America at its recent annual meeting in Madison, Wisconsin. During the past four years Dr. Freeman has served as a member of the steering committee on the foreign language program of the association, an organization of more than 7000 college professors concerned with the teaching of English and modern foreign languages.

▸ The German Government will honor **Dr. Werner Neuse,** Chairman of Middlebury's German Department, by presenting him with the Order of Merit of the Federal Republic First Class, when the American Association of German Teachers convenes in Boston this fall. The award will cite Dr. Neuse for "his work as Director of the Middlebury College German School and as President of the American Association of Teachers of German from 1954 to 1956, for his work in behalf of the strengthened cultural relations between Germany and the United States, and more and better teaching of the German language in American high schools and colleges." Dr. Neuse is also the only recipient of the Goethe medal for 1957, awarded by the Goethe-Institute in Munich biennially for contribution to the teaching of the German language and literature.

These honors which have come to two of Middlebury's well-known language teachers attest to the national and international prestige our program of modern language teaching enjoys.

▸ **Dr. Pardon Tillinghast** has returned to the campus following his year in London on a Fulbright Exchange. He refers to his experience as a master at the City of London Boys' School as "a first-class year." Professor Tillinghast soaked up a jolly good portion of the vast amount of English history and traveled widely on the continent during school vacations. He loves to tell of the number of canes he broke on the posteriors of disorderly students but when I visited his school in June I saw only an eager, enthusiastic group of boys who prefaced every remark or question with a courteous and respectful "sir."

▸ Among other faculty travelers to foreign lands during the summer was **Professor Jean Berger** who is Acting Chairman of the Music Department this semester in Professor Carter's absence. Dr. and Mrs. Berger and their son traveled on a student ship owned by the Dutch government, the Professor serving as ship's music director. While in South Germany and the Voges Mountain section of France, Dr. Berger had the thrill of playing several old organs in ancient abbeys, one a 225-year old

Baroque organ made entirely of intricate wooden parts. Although these 18th century instruments now have electric blowers, the organist still has the sensation of making and controlling the sound with his fingers, quite different from the touch of a modern organ in which the electric current sets the parts in motion when a key is depressed.

▸ **Dr. Howard Munford,** Professor of American Literature, arrived in India on July 15th, accompanied by poet and critic John Barryman, on a mission sponsored by the State Department. They toured the Bombay-Calcutta area conducting symposiums with university professors of English, attempting to interest them in the literature of America. He found a lack of awareness of American literature although he discovered a fondness of Emerson and Thoreau and great interest in Hemingway. Howard observed that there still exists a deep fear of imperialist exploitation among the people of India but he was impressed by their courage in attempting to solve grave problems by democratic means.

▸ Among recent faculty publications is a book by **Dr. Horace Beck** who joined our American Literature Department last year. Published by Lippincott and Company, *The Folklore of Maine* consists of a compilation and discussion of the folkways of seafaring and lumbering sects of Maine from the 17th century of John Josslyn to the present day.

▸ **Dr. David K. Smith,** Chairman of the Economics Department, is the author of a chapter in a new "Money and Banking" text published by the Pitman Publishing Company. Professor Smith collaborated with a number of other economists to write an up-to-date textbook in theory and practice.

▸ The August 1957 Journal of Mammalogy contained an article "The Use of Bird Bands on Bats" by **Professor Harold B. Hitchcock,** Chairman of the Biology Department. Dr. Hitchcock has done extensive research on bats under a grant from the American Academy of Arts and Science and the results of his investigations have appeared frequently in publications in this country and in the *Canadian Field Naturalist.*

▸ **Professor Walter Bogart** will join with four members of the Vermont Legislature in studying the taxation of lease lands in Vermont. Professor Bogart is regarded as a leading authority on lease lands, having written a book and various papers on the subject. The Lease Land Study Commission will report its findings and recommendations to the next session of the State Legislature.

New Faculty . . .

With the opening of College this fall, we have welcomed thirteen new faculty members: (See picture page 34.)

▸ **Dr. Karl L. Anderson** has been appointed to the new George Adams Ellis Professorship in Economics (see page 4), coming to us from the National War College.

▸ **Mr. Jurgen Born** has joined Dr. and Mrs. Neuse as Lecturer in German. After leaving the University in Berlin, Mr. Born taught as a Fellow at Harvard University while earning his M.A.

▸ **Mr. John M. Cammett** has replaced Professor Faggi in Contemporary Civilization. Dr. Faggi has returned to Columbia to assume an administrative post. Mr. Cammett is a graduate of Wayne University and taught history there in 1952–53. He has done graduate work at the University of Rome in Italy and Columbia University. He returned to Rome for research in 1956. The Cammetts have one daughter, Lisa, aged five.

▸ **Colonel Lincoln F. Daniels,** graduate of the United States Military Academy, and for many years an Assistant Professor of Mathematics at San Jose State College in California, has replaced Mr. Fusaro, who has returned to his graduate work at the University of Maryland. Mr. Daniels was in the regular Army for thirty-three years prior to his retirement as colonel in 1946, and on two occasions he was stationed in China for extended periods. He has done graduate work at Cornell and at the University of Maryland.

▸ With Professor Walter Bogart on sabbatical leave, **Mr. Gordon Henderson** has joined the Political Science Department. Coming to us after a year as Lecturer at City College of New York, Mr. Henderson has earned two degrees at Columbia University and has taught at Rutgers.

▸ **Assistant Professor Thomas Reynolds,** first appointed to the Middlebury faculty in 1949, has assumed the chairmanship of the Department of History upon the retirement of Professor J. P. Davison last June. Dr. Reynolds' department colleagues are Dr. Pardon Tillinghast, who has returned from his Fulbright appointment in London, Dr. Charles Grant, who has been with us two years, and now **Mr. Frederick L. Hetter II,** a graduate of Harvard and Georgetown Universities, with M. A. degrees from both, has joined the department as an Instructor. Mr. Hetter has traveled extensively in Europe [*Continued on page 13*]

CAMPUS Commentator

AMONG the students enrolled at Middlebury this year are three National Merit Scholarship recipients. The National Merit Scholarship Corporation, an independent nonprofit organization, combines the largest independent scholarship program ever undertaken.

The Ford Foundation and the Carnegie Corporation of New York have undertaken to finance the activity for a ten-year period by grants totaling $2,500,000 and its administrative expenses. For a basic continuing scholarship program the Ford Foundation has appropriated $10,000,000 and is prepared to finance additional scholarships up to a total of $8,000,000 to match scholarships which may be contributed from industry.

The major underlying purposes of these grants are two-fold: To discover throughout the country the ablest youth and to make it possible for these talented young people to get a college education regardless of their financial situation and to make it easier for business enterprises and other organizations to contribute effectively to support of higher education by the scholarship route.

In the first year of this program about 58,000 top-ranking students participated. These students were selected by their school principals from the top five per cent of their classes. This group was then narrowed down to approximately 5,000 finalists representing every state and Alaska, Hawaii, and Puerto Rico. These were among the top one or two per cent of the nation's finest high school students and all would have received scholarships had funds been available. A final selection of 556 winners was made by a committee of educators who found the task difficult because of the wealth of superb material on hand.

Three students chose to use their scholarships at Middlebury. They are: David J. Klock, '60, Schenectady, N. Y.; Janet Farley, '60, Portland, Maine; and Linda L. Place, '61, Pittsfield, Mass.

Scholastic Reward . . .

In the first time in the history of Middlebury College rooms for men will be chosen in the spring for the 1958–59 academic year by academic standing, rather than by the lot drawing procedure. Room assignments will be based upon the grades at the end of the first semester of the current college year.

Commenting editorially on the new procedure for room drawing, the *Campus*, student newspaper stated:

Awarding of college rooms to the men on a scholastic average basis mitigates a deficiency in academic policy here.

What external awards are there at Middlebury for the superior student?

Many will answer: "Knowledge for knowledge's sake," but this is perhaps too idealistic. Middlebury students seem to need a goal which supplements the ideal to give added push in a scholarly direction.

In the past there has been no recognition for scholastic achievement by non-Phi Betes beyond publication of Dean's List names in The CAMPUS. As Dean Neuberger (Dean of Freshmen) *points out, "Awards are given every year for many activities, but academic honors are conspicuous by their absence."*

Scholastic standing determines who drives cars at certain other colleges. It has been suggested here to replace our arbitrary-by-class basis.

Other scholastic awards could be unlimited cuts and exemption from quizzes.

There are others, too.

But with the change in men's room drawing and the philosophy behind it, a start has been made.

Change in Required Chapel . . .

Required Daily Chapel for all students has been eliminated this year, but the Sunday program for chapel attendance instituted last year will continue without change.

In place of the required program, Voluntary Chapel will be held every Wednesday and Friday at 10 a. m. while the Tuesday evening vesper services will continue throughout the year. From time to time other services will be scheduled.

The change in chapel procedure marks the culmination of several years experimentation with the daily chapel program, according to Charles P. Scott, College Chaplain.

Chaplain Scott emphasized that it was the students' apparent willingness to assume leadership in the religious life of the campus, i. e. planning and conducting such things as the Religion Conference and the Tuesday evening vesper services, that made the change possible.

"Consequently, it is my hope that the student body will share responsibility in the change that has been made by supporting our new program," remarked Chaplain Scott.

"There has always been a weekday chapel program at Middlebury College," reads the catalog. However, weekday chapel means something far different to the Class of 1961 than it did to the Class of 1804.

While the present program allows for only voluntary services at 10 A.M. twice a week, there were "Daily chapel prayers before the day and a daily chapel service at dusk," in 1800.

What is more, these services were conducted by the College presidents, most of whom have also been clergymen.

Relatively few changes were made in the early religious program until our present chapel was built in the '20s. At that time the more familiar 10 A.M. weekday chapels and 5 P.M. Sunday vespers were instituted, but they were for everybody—every day!

After World War II the student body outgrew the chapel and was divided into two groups, juniors and seniors in one, underclassmen in the other. These groups rotated Sundays and divided weekdays in attending required chapel. "Varsity and J. V. chapel," it was called.

The year 1950 meant the arrival of Chaplain Scott and two innovations to the chapel system. Men and women, once separated by the chapel aisle and assigned special seats, were allowed to sit together.

Voluntary chapel was also introduced to the weekday program. It took place during the week along with required chapel and required assembly.

Seniors were exempted from weekday required chapel in 1954 and at the same time a special day for freshman chapel was set up.

Last year a new system was introduced and students were required to attend ten weekday chapels a semester. At that time our present Sunday vesper system also took effect.

Students must receive credit for attendance at at least [*Continued on page 14*]

The Concept of The Corporate Alumnus

By J. Moreau Brown, *Administrator, Corporate Support Programs, General Electric Co.*

The title of this article is borrowed from an address delivered by Mr. Philip D. Reed, Chairman of the Board of the General Electric Company, who said at the Bretton Woods meeting of the American Alumni Council in 1955, "The Corporate Alumnus Concept delegates within rather broad limits to the individual alumnus the responsibility for deciding the ultimate benefits of his education to himself and to his organization, and what share of support for his college or university they both shall bear."

It was this concept and the desire to establish a modus operandi for it that led to the development of the Corporate Alumnus Program and announcement of its adoption in November 1954 by the Trustees of the General Electric Educational and Charitable Fund.

Briefly, the Program originally provided that the Trustees would match dollar for dollar the gifts of employee-alumni to the four-year regionally accredited undergraduate (or graduate) institutions from which they held earned degrees, up to a maximum of $1000 per employee per year. Two important improvements have since been added. In 1956, the second year of operation, eligibility for gift matching was extended to those employee-alumni who had attended a qualified institution as a full-time student, day or evening, for a minimum of one year. In 1957, the maximum gift per employee eligible for matching was raised to $2000 per year. Other important liberalizing provisions are under consideration and may be announced by the Trustees in the near future.

The philosophy behind the Corporate Alumnus Program involves several important considerations.

Primarily, it is designed (to quote Mr. Reed again) "to sell the idea that in a free economy in the long run it is desirable that the real cost of an education be borne by the individual who gets that education and benefits from it . . . the individual alumnus has hardly ever borne the total cost of his education. . . ."

Concomitant with stimulation of alumni giving is the recognition that General Electric is a prime consumer of the educational product and thus has an interest and a stake in the quantity and quality of that product. The General Electric work force includes over 29,000 graduates of accredited colleges and universities, more than ten percent of its total employees. For this reason, if no other, the Trustees are willing to share in the support of almost eight hundred institutions, from which the employee-alumni have come, in a measure which is dictated and controlled by the employee-alumni themselves.

It has also been obvious that some colleges and universities have done little to stimulate alumni giving. The American Alumni Council magazine a year or so ago quoted one anonymous college president as saying, in surprise, "Why, they expect **us** to do something!"

Nothing could be closer to the truth. The Corporate Alumnus Program not only implies the expectation that the colleges and universities will do something to stimulate support, but in most instances it demands it if those institutions would benefit under the program. The figures prove, moreover, that this expectation has not been a vain one for many colleges have alerted themselves to the challenge and their improved records under the Corporate Alumnus Program must certainly be reflected among their alumni as a group.

A hope that did not, at first, presume to be an "expectation," was that the Corporate Alumnus Program would provide a new approach to Corporate Support of education. However, as news of the acceptance of the program spread, business and industry regarded it first with curiosity and then with approbation. Adapting it to their specific situations, modifying and/or improving its application, approximately forty business and industrial organizations from coast to coast have instituted their own gift matching programs and thus the program has become typical of what many consider the most valuable kind of program, a "multiplier." It has brought **new money** from business, industry, and alumni. At General Electric, it has doubled the average gift of employee-alumni and, in individual instances, has resulted in many more gifts and dollars for institutions.

The total results of the Corporate Alumnus Program for 1955 and 1956 are as follows: [*Continued on page 15*]

The author has been associated with General Electric since 1954. He has also served on the administrative staffs of New York and St. Lawrence Universities.

CORPORATE ALUMNI

For the support of education the following companies have programs that enable alumni in their employ to make their personal college contribution doubly effective by means of a matching gift arrangement.

If you are employed by one of these companies your gift to the Middlebury College Alumni Fund is doubled by the matching gift of your company.

Allegheny Ludlum Steel Corp.
Bank of New York
Whitney Blake Co.
Bonwit Teller
Burlington Industries
Godfrey L. Cabot, Inc.
Campbell Soup Co.
Canadian General Electric Co., Ltd.
Cleveland Electric Illuminating Co.
Continental Oil Co.
Dow Chemical Co.
Draper Corp.
General Electric Co.
B. F. Goodrich Co.
W. T. Grant Co.
Gulf Oil Co.
Hewlett-Packard Co.
The Hill Acme Co.
J. M. Huber Cor.
S. C. Johnson & Sons, Inc.
Jones & Laughlin Steel Corp.
Kaiser Steel Corp.
Walter Kidde Co.
Lehigh Portland Cement Co.
Manufacturers Trust Co.
National Distillers Products Corp.
Owens-Corning Fiberglas Corp.
Pennsalt Chemicals Co.
Reliable Electric Co.
Scott Paper Co.
Smith Kline & French Laboratories
Tektronix, Inc.
The Wallingford Steel Co.
Warner Brothers Co.
John Wiley & Sons, Inc.
Young and Rubicam, Inc.

THE PRESIDENT'S PAGE

[Continued from page 2]

necessary and therefore transmit them to your inspection.

The price of wood here is $2 per Cord, however my roommate gets the first cord of half cord.

I have inquired of a number of students what they gave for board and find the standard price to be $2.00.

They cannot do my washing at Mr. Mattocks. Please tell Mama not to be concerned for fear that I should lose my Cloaths on this account as I shall make a practice of writeing down the number that I send to be washed.

Give my love to all our family and friends.

And be assured that I shall ever remain,

Your affectionate Son
Amasa Moore

Perhaps I have said enough about our history, but I hope you are curious always to learn more of it. I hope you will take proper pride in being a member of a college which has sent distinguished graduates all over the world in all professions and businesses since its founding in 1800.

Some of you did mention as a reason for choosing Middlebury the beauty of our campus. Each one of you should, I believe, take time consciously to become aware of the beauty of your environment, pause to take in the sweep of the Green Mountains as you stand on the chapel steps, watch for a spectacular sunset behind the Adirondacks to the west. As the seasons change, note the glories of the autumn foliage on campus and country-side. Observe the silhouettes of naked trees against a white campus in winter, and the struggle spring ever has to come finally with a burst of leaves. As you cross the campus at night, do not be ashamed to pause alone to take in the beauty of your chapel, half lighted, half in shadow. If you do these things, you will find that education —the process of maturing—is not a matter of books and lectures alone. Perhaps you too will appreciate another privilege which is yours.

There is a third attribute of Middlebury I bring to your attention. You have chosen a small college—at least in comparison with the colleges and universities that number from 3,000 to 20,000 students. There are many advantages in this and a few disadvantages. One advantage which I mention is opportunity for friendly personal relationships not only with students but with faculty and administrative officers. I hope you will take the initiative in making your class a friendly one both in student and faculty relations.

Now I shall tell you something about yourselves, the Class of 1961: you have assembled here tonight from 34 states, one territory, and 6 foreign countries. 25 of you are sons or daughters of Middlebury alumni and 35 have other relatives who have attended Middlebury. 95 of you were members of academic honor societies and 32 of you graduated either first or second in your classes. You come from approximately 315 schools, 149 from private school and 184 from public schools. Many of you won competitive scholarships from clubs, organizations and foundations, including one National Merit Scholarship. In your midst also are captains of Varsity sports, class presidents, and—noted for the first time in my memory—one expert player of bag pipes.

I can tell you more. I can tell you of kind words that teachers and friends have said about you in endorsing your application to Middlebury. I am confident, however, that you are well aware of the confidence that has been placed in your college careers.

I could launch forth on a great deal of advice, and it would be based on my observation of freshmen at Middlebury since the academic year 1942–43, but I shall refrain, for I know that you must learn in part from your own experiences. But do remember that an intelligent person profits not only from his own experiences but from the lessons of history and of recorded experiences of other individuals. Indeed, you are here to minimize the need to learn from your own experience and to maximize by observation the chance to avoid unpleasant experiences in college and in life. It is tempting to recite some student experiences by reading letters of students who have applied for re-admission after academic failure. The same theme runs through all such letters—"Did not make good use of my time, but if given a second chance, I know etc. . . ."

Ahead of you are happy days and hours of good companionship and pleasant experiences. Ahead of you also are the pleasures that come from pursuit of learning and academic achievement. But you also have ahead of you days of frustration and discouragement—the times when grades seem unjust, when assignments seem intolerable, and when administrative rulings make no sense to you. These are the times when by self-analysis, by patience, and intelligence, you can grow in maturity. On the other hand, if you meet discouragement with petulance and self-pity, you will slip backward in your march toward the goal of an educated man or woman.

On more than one occasion I have concluded this talk with a quotation from a distinguished New York judge which reads as follows:

Not until you have the courage to meet yourself face to face; to take true account of what you find; to respond to some of that account for itself and not for what it may bring you; deeply to believe that each of you is a holy vessel, unique and irreplaceable; only then will you have taken the first steps along the path of wisdom.

Now may I say that I welcome you to Middlebury with sincere pleasure? I congratulate you upon being Middlebury men and women. I congratulate Middlebury because you are now a part of our College. We shall always endeavor to provide you with an environment conducive to your intellectual and spiritual growth. In turn, I know you will be ever aware of the privileges which are now yours, and that you will strive to profit from your present opportunities. With these mutual commitments, I welcome you and wish you, the Class of 1961, successful, happy, and constructive careers as men and women of Middlebury College.

GEORGE ADAMS ELLIS FELLOWSHIP

[Continued from page 4]

quality of education at Middlebury.

"Middlebury is fortunate to have been able to obtain the services of such a noted economist as Dr. Anderson. His wide teaching and government service experience makes him a valuable addition and worthy colleague of the Middlebury College faculty."

Dr. Anderson came to Middlebury from Washington, D. C., where he has been a member of the faculty at the National War College. He also has had an extensive back-

ground in other government work having been associated with the Office of Price Administration and with the Departments of State and Commerce.

Before his appointment to the faculty of the National War College, he was Deputy Director of the Office of International Trade in the Commerce Department.

A native of Canada, he was educated in the public schools of St. John, N. B., and received his Bachelor of Science degree from Mount Allison University, Sackville, N. B. He did graduate work at Harvard University from which he received both his master's and doctorate degrees.

He has had an extensive teaching background including four years on the Harvard faculty and 12 years in the Department of Economics at Byrn Mawr College. He has travelled widely through Europe, the Orient, Middle East, North Africa and Asia in connection with his government work.

Professional articles by Dr. Anderson have appeared in *Quarterly Journal of Economics; American Economic Review; Journal of Marketing,* and *Foreign Commerce Weekly.* He also wrote the chapters on money and banking in Taussig's *Principles of Economics* and an essay, *Tariff Protection and Increasing Returns* in *Explorations in Economics.*

AUTOMOBILES AT MIDDLEBURY

[*Continued from page 7*]

student body because they also recognized the problems inherent in the situation.

These measures did not, of course, solve all the problems; one of the more pressing of these has always resulted from the fact that College Street is the only street giving access to the Women's Campus and to Gifford and Hepburn dormitories; as a result it has always been a definite safety hazard. When the College decided to build a new men's dormitory it was recognized that this would create more congestion than ever in the College Street area; therefore, it was decided that the only solution was to cut down on the total number of cars; consequently, beginning in September, 1957, sophomore men will no longer be permitted to maintain cars at Middlebury.

This latter prohibition has aroused some resistance in the student body but the College has always taken the view that maintaining a car at Middlebury is a student privilege and not a right and that the College will take whatever measures it deems necessary in the best interests of the College as a whole and in the interests of the welfare of its students. We do not feel that we have found all the final answers to the problem of student cars; it is a subject upon which the College Administration puts a great deal of time and attention; but we feel that the measures which have been taken have all been directed to the welfare of the student body.

This is probably not the final word, however. More and more teenagers in our society maintain automobiles and it is difficult for many of them (and sometimes their parents) to understand why they cannot take their cars to college. This is a problem which each college must solve in its own way for there is no ideal answer to it—no Ten Commandments to guide the thinking of college administrators. Students argue that automobiles are necessary for essential transportation, and for social reasons—some students would almost rather lose an arm than be deprived of the use of a car. College administrators argue that automobiles create congestion and a definite safety hazard, are detrimental to academic work, tend to weaken the fiber of the college community because students are drawn away from campus activities to non-campus activities, and in general furnish a constant temptation to the student to do things other than study. Both cases may be somewhat overstated but they are symptomatic of the feelings on both sides.

Middlebury has taken the steps outlined in this article as the result of experience and a great deal of self-analysis; whether these arrangements will endure will depend upon future developments. We have not had a fatal accident at the College since December 5, 1955; we would like very much to continue without fatal accidents and intend to do everything in our power to achieve this result even if it means taking measures which are not particularly popular with many students, for it is the whole student body whose welfare we are charged with protecting and not simply those who are able to maintain automobiles.

WITH OUR FACULTY

[*Continued from page 9*]

and is the author of a series of articles on his travels in the U. S. S. R. The Hetters have two children, Pamela, seven, and Sandra, five.

▶ **Mr. Joseph R. Hilyard** is the new Instructor in English, replacing Mr. Kehoe, who has entered the armed forces. Mr. Hilyard is a graduate of the University of Massachusetts and is pursuing his graduate work at Yale. The Hilyards have two children, Joseph Michael, five, and Jeannine Anne, three.

▶ **Mlle Edith Lepelley,** Instructor in French, has replaced Mme Brichant, who has joined her husband in New York. Mlle Lepelley, a graduate of Université de Rennes, has taught in France, England, and Bucknell University at Lewisburg, Pennsylvania.

▶ **Alex F. Ricciardelli** has been appointed Instructor in Sociology, replacing Mr. Alvin Wolfe, who accepted an Assistant Professorship at Lafayette. Mr. Ricciardelli holds degrees from Brooklyn College and the University of Pennsylvania and has been an instructor at Connecticut College for the past two years. He has one daughter, Catherine, aged two.

▶ **Mr. William R. Siddall** is our new Geography Instructor. Widely traveled in Western Europe and the Canadian Arctic, Mr. Siddall's undergraduate college was Harvard, his graduate degree from the University of Washington. He is the author of an article in the current ANNALS OF THE ASSOCIATION OF AMERICAN GEOGRAPHERS, "Seattle: Regional Capital of Alaska."

▶ **Miss Carmen Zaccagnini** is Lecturer in Spanish during the absence of Professor Guarnaccia for the first semester. An honor student at the Colegio Licenciados in Madrid, Miss Zaccagnini has held the rank of 'Profesora' for fifteen years at Colegio "Estudio" de Madrid.

▶ Finally, with the change in command of the Middlebury Army R. O. T. C., **Lieutenant Colonel William W. Saunders** becomes PMST, replacing Lieutenant Colonel Adcock, who served with us for four years. Colonel Saunders is a graduate of the United States Military Academy and saw duty in the Southwest Pacific during World War II and

New members of the Faculty are (left to right): front—Mr. Hilyard, Mr. Siddall, Mr. Henderson, Dean Bowker; second row—Mr. Ricciardelli, Mr. Daniels, Mlle Lepelley; third row—Mr. Hetter, Mr. Cammett; rear—Mr. Anderson, Capt. Turner, Lt. Col. Saunders.

more recently has been stationed in Heidelberg, Germany. The Saunders' have two sons, Mark and Eric. Also, **Captain William F. Turner** becomes Assistant PMST. Captain Turner is a graduate of the University of Georgia and saw service during the war with the United States Marines. His daughter Sherrie is just eleven months old.

As a consequence of these changes in the teaching faculty, the net increase is but one, represented by the appointment of Mr. Born in German. However, we have no appreciable increase in the size of the student body, and the staffs of two other departments, Biology and French, have been reinforced by the addition of several graduate Assistants, due to the influx of students into those fields. These Assistants do not hold faculty rank, but they are in daily contact with students in classrooms and laboratories and their contribution to the maintenance of our high standard of instruction is very real. It was anticipated that the new language degree requirement which went into effect this fall would increase the enrollment in the modern languages, but the sudden rush into botany and zoology was quite unexpected.

CAMPUS COMMENTATOR

[*Continued from page 10*]

eight of the thirteen vesper services during a semester.

As the catalog says, "There has always been a weekday chapel program at Middlebury College," but as of 1957 it will be a voluntary one.

The gradual elimination of daily required chapel does not seem to indicate the death of the College's strong religious tradition, for there has been a concurrent rise of religious organizations and the formation of the Religion Conference, which are student-run.

The "tradition" seems to have taken new form and leadership.—**Nancy McKnight, '59**

A New Look . . .

Students returning to the campus this fall can see that Middlebury is acquiring a new look on the outside. Stewart Hall and the drama center are vivid examples of the Administration's improvement program.

But not so easily seen are the changes being made within the older buildings. Much renovating and repairing have been done with an eye toward improving both the appearance and facilities of the College.

One of the most extensive changes has been made in the Music Studio. Top floor of the studio was gutted to provide space for nine new listening booths, replacing the old earphone-converted closet arrangement. Booths are of double-studded construction with blanketed wall insulation, making them as soundproof as possible. A new technique used in their construction is that of non-parallel walls, thus aiding sound deflection.

Two new windows have been cut in this floor and new record players and speakers installed. To provide better space utilization, fire ladders have been placed on the outside and an old stairway removed.

In the Chemistry Building a new ceiling and lights have been installed in a second floor laboratory. Also one room has been renovated to serve as a psychology laboratory. Both projects are part of a long-range program to completely refurnish the building.

For Home Economics students, a new home management house has been supplied, made from a former residence on Hillcrest Road. It replaces the Homestead, which will continue as a dormitory for women.

Necessary repairs prior to the exterior painting of the Chateau have also been completed. The French building will lose its yellow color for a gray to harmonize with the rest of the campus.—**Jane Bryant, '60**

THE CONCEPT OF THE CORPORATE ALUMNUS

[*Continued from page 11*]

	1956 Program	*1955 Program*
Number of institutions	361	359
Eligible degree holders	25,870	24,434
Individual contributors	4,928	5,078
Number of contributions	5,078	5,234
Total contributions	$182,380.37	$199,999.82
Average contributions	$35.92	$38.21

It is at once apparent that on an over-all basis the program seems to have declined in effectiveness during the second year of operation, although certain institutions (including Middlebury) actually benefited to a greater extent during the second year. The Trustees concluded that this temporary decline reflected the general impression that the program was of one year's duration only and that many employee-alumni had made substantial gifts the first year that they were unable to repeat on an annual basis. The validity of this conclusion appears to be substantiated by the fact that the 1957 program through September 30 is $26,000 and 500 gifts ahead of 1956 and about on a par with the 1955.

The record of Middlebury College has been one of steady improvement. In 1955, 22 Middlebury General Electric employee-alumni made gifts totaling $767 which were matched by the Fund. In 1956, 25 Middlebury alumni contributed $1,162.50 which came close to doubling the matching gift of the previous year. In the current year, 1957, 19 Middlebury alumni have contributed $368 through September 30. Since the last quarter of the year is always the one of greatest activity under the program, it is anticipated that Middlebury will again set new records this year and blaze the trail for other institutions.

Comparison of Middlebury's record with all of the 270 non-tax supported institutions which benefited in 1956 clearly indicates that Middlebury's General Electric employee-alumni are well ahead of the average under the program and near the statistical peak of all college giving throughout the country, as the following figures indicate:

	Middlebury	*All 270 institutions*
Eligible degree holders	46	13,410
Number of contributions	25	3,555
Per cent participation	54.3%	26.5%
Total of contributions	$1,162.50	$138,273.87
Average contribution	$46.50	$38.90

Such achievement on the part of Middlebury graduates should be not only a source of personal satisfaction and recognition of deserved support of a distinguished institution, but also should be recognized as part of the "multiplier" pattern. For only as individuals and institutions show the way, will others be induced to follow and learn from their example.

Wilson Compton of the Council for Financial Aid to Education has said, "Alumni giving in a sense is the 'seed money' of business giving, is at the heart of the fund raising prospect of each college and university which is looking to the future. If the alumni will help, business will help, for both understand that what happens to American education will eventually happen to America."

General Electric recognizes three primary objectives in its support of education and these objectives are based, if you will, upon a quid pro quo.

1. *New Knowledge*, the result of research and competent teaching.
2. A continuing supply of *educated manpower*.
3. An improved economic, social, and political *climate* necessary to survival and progress.

It is because of these three end results of education, new knowledge, educated manpower, and favorable climate, which General Electric recognizes as business needs, that the Company and the General Electric Educational and Charitable Fund make direct grants to institutions, and to individuals, in the form of scholarships and fellowships, of about one and one-half million dollars a year. This does not include uncounted millions of dollars expended for employee educational programs within the Company, tuition refunds for college attendance, and such direct support of education as school and other taxes. In one large plant city, for instance, the school tax paid by the Company will total another one and one-half million. There are well over one hundred General Electric installations in the continental United States.

The oldest General Electric program of aid to education dates back fifty years when the program of laboratory equipment assistance was inaugurated. Today, there are two General Electric Company programs and six programs offered by the Educational and Charitable Fund.

In addition to the Laboratory Equipment Assistance Program, the Company offers loans to its qualified employees up to one thousand dollars a year for the full-time undergraduate education of its employees or their children. The loans carry three and one-half percent interest and must be paid back within ten years. To date this year, approved loans totaling over $200,000 have been made.

The General Electric Educational and Charitable Fund supports a program of 88 graduate fellowships for study toward the master's or doctoral degree. About half of these are competitive and any eligible candidate may apply. The Corporate Alumnus Program, described above, is also a program of the Fund, as is the Scholarship Award Program for employees and their children. The Fund has also accepted responsibility for the Summer Fellowship Program for High School Teachers which has been in continuous existence since 1945. Almost two thousand secondary school teachers of science and mathematics have held these summer fellowships over a thirteen year period.

A "Special Grants" program, also under the Fund, provides an opportunity for direct grants usually to educational groups or associations whose activities benefit education as a whole rather than directly to institutions.

Under the College Science Grants Program, now in its first year, grants of $2500 have been made to the Physics Departments of twenty selected small liberal arts colleges. These institutions were selected upon the recommendation of the General Electric Research Laboratory and Middlebury College is among those so designated. While the amount of these grants may appear to be nominal, studies indicate that $2500 represents the average annual budget for the small college Physics Department and that this relatively small amount will, in most instances, double that budget (not including faculty salaries and other overhead).

In an editorial a year ago the *New York Times* said,

"We need education that will reach for the stars. We need teachers who will be counted and honored with the poets and scientists. It is the spirit of education that is at stake."

General Electric and all American business and industry recognize their stake in American education. As good Corporate citizens working with good Corporate Alumni they hope to increase their support of education through the years. But business and industry cannot do the job alone—nor should they. They are willing to do their part. Are you?

Too early?

Well, perhaps, if you want to be strictly literal.

And yet, when she reaches college age will she be too *late?* Too late to get the kind of higher education so vital to her future and to the future of her country?

It all depends.

There is in the United States today a growing threat to the ability of our colleges to produce thinking, well-informed graduates. That threat is composed of several elements: an inadequate salary scale that is steadily reducing the number of qualified people who choose college teaching as a career; classrooms and laboratories already overcrowded; and a pressure for enrollment that will *double* by 1967.

The effects of these shortcomings can become extremely serious. Never in our history has the need for educated leadership been so acute. The problems of business, government and science grow relentlessly more complex, the body of knowledge more mountainous. The capacity of our colleges—all colleges—to meet these challenges is essential not only to the cultural development of our children but to the intellectual stature of our nation.

In a very real sense, our personal and national progress depends on our colleges. They must have more support in keeping pace with their increasing importance to society.

Help the colleges or universities of your choice. Help them plan for stronger faculties and expansion. The returns will be greater than you think.

If you want to know what the college crisis means to you, write for a free booklet to: HIGHER EDUCATION, Box 36, Times Square Station, New York 36, New York.

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